



SIMS MIDDLE

2200 Whitmire Highway
Union, SC 29379

Grades	6-8 Middle School	
Enrollment	812 Students	
Principal	Mickey Connolly	864-429-1755
Superintendent	Dr. Kristi V. Woodall	864-429-1740
Board Chair	Ms. Jane H. Hammett	864-427-7081

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

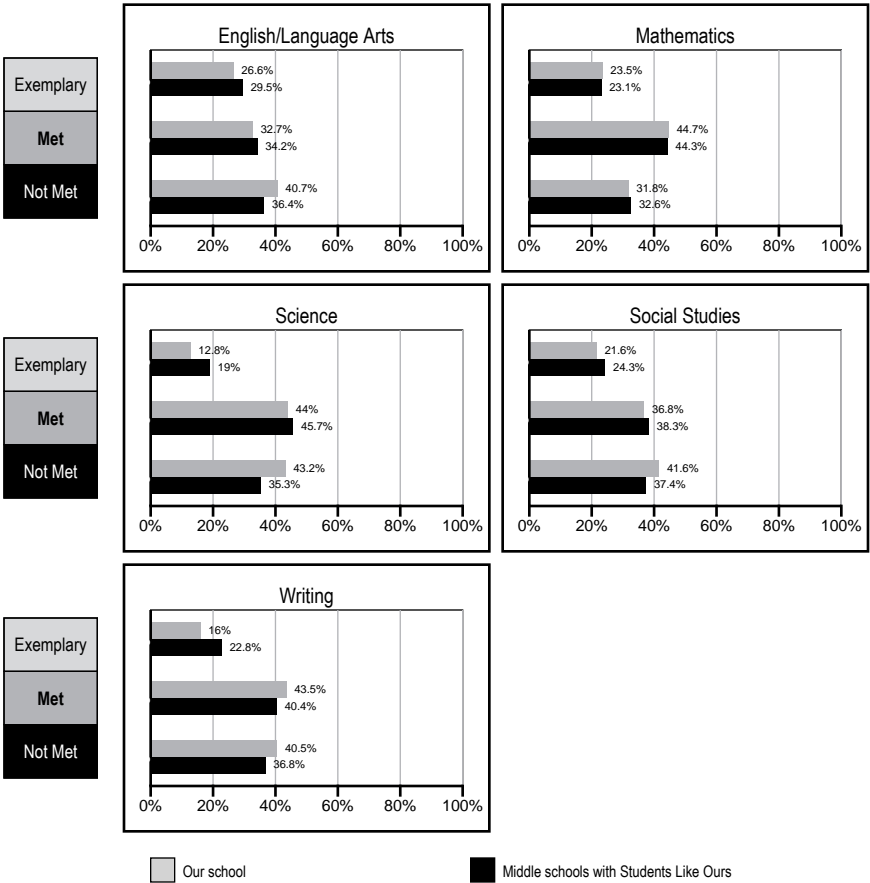
98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	2	43	6	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	96.9%
English 1	95.0%	93.3%
Biology 1/Applied Biology 2	98.2%	91.6%
Physical Science	N/A	75.0%
US History and the Constitution	N/A	N/A
All Subjects	97.7%	96.2%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=812)				
Students enrolled in high school credit courses (grades 7 & 8)	12.7%	Down from 14.6%	29.6%	24.5%
Retention rate	2.6%	Up from 0.8%	0.7%	0.7%
Attendance rate	95.1%	Down from 95.6%	95.7%	95.9%
Served by gifted and talented program	10.3%	Down from 10.8%	16.4%	17.8%
With disabilities other than speech	15.0%	Down from 21.5%	10.1%	9.2%
Older than usual for grade	1.2%	Down from 3.4%	1.8%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.7%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=55)				
Teachers with advanced degrees	70.9%	Up from 59.6%	56.1%	60.0%
Continuing contract teachers	92.7%	Up from 91.2%	86.9%	82.6%
Teachers returning from previous year	91.5%	Up from 90.1%	83.6%	85.6%
Teacher attendance rate	93.9%	Down from 94.8%	95.3%	95.3%
Average teacher salary*	\$45,601	Down 1.0%	\$45,412	\$46,300
Professional development days/teacher	21.2 days	Up from 19.9 days	9.9 days	9.9 days
School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Down from 21.9 to 1	21.1 to 1	21.5 to 1
Prime instructional time	88.4%	Down from 90.2%	90.1%	90.1%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.2%	Up from 95.8%	96.3%	98.1%
Character development program	Good	Up from Average	Good	Good
Dollars spent per pupil**	\$6,111	Down 13.9%	\$7,486	\$7,634
Percent of expenditures for instruction**	70.1%	Up from 68.2%	62.0%	64.0%
Percent of expenditures for teacher salaries**	69.3%	Up from 65.4%	59.2%	61.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The staff at Sims Middle School continues its efforts to provide our students with a high-quality education. Our students were provided diverse and rigorous educational experiences with high expectations and academic excellence as our primary goals.

The 2010-2011 school year provided many challenging and stimulating opportunities to move toward successfully accomplishing our school's goals. Our students, faculty, and staff experienced a great deal of success in academics, the arts, athletics, and various service-learning activities. SMS accomplishments included 12 students being recognized as SC Junior Scholars, 3 students being named Duke TIP Scholars, and 81 students being inducted to the National Jr. Beta Club. The academic efforts continued through our End of Course tests with averages in English I, Algebra I, and Biology I exceeding the state average in every subject. Our Academic Challenge team had an extremely successful year and finished as first runner-up in the Battle of the Brains. The SMS Wrestling team won the Peachtree Conference Championship, and our girls' softball team had an undefeated season. Both our band and orchestra received Excellent ratings at the South Carolina Concert Festival. Ten band students were named to the SC District III Region Honors Band. Our school's Teacher of the Year, Mrs. Alyssa Fowler, was also named the Union County Schools' District Teacher of the Year.

In the classroom, our teachers continue the refinements of their professional learning community by making steady improvement in the instructions provided to the students. What is more notable is how our entire faculty analyzes classroom and statewide test data in striving to find ways to improve student learning. Teachers used common planning times to collaborate and align instruction to state supported documents. Teachers analyzed test data in an effort to identify the academic strengths and weaknesses of individual students, and used this information to implement instructional practices that will lead all students to strong academic achievement.

Administrators and teachers consistently seek new instructional strategies that will enable them to move all students to their greatest academic potential. With the implementation of our daily SSR time, we noted an increase in students' reading, as well as the number of books checked out in our library. Advanced level instruction was offered in ELA, Math, and Science. The daily schedule was restructured in order to allow 6th and 7th grader more instructional time in ELA and math. Single gender classes were offered to students in order to promote improvement in academic achievement and behavior. In an effort to maintain a positive school climate, we continued to recognize students who exhibited good behavior with celebrations and field trips.

Sims Middle School is fortunate to have a new facility, and a caring community which provides support and assistance to our students and staff. We had a successful year and will continue to provide as many opportunities for success as possible. Our school is dedicated to helping students achieve both in and out of the classroom.

Melissa Gregory, SIC Chairperson
Mickey Connolly, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	226	123
Percent satisfied with learning environment	94.4%	80.0%	72.7%
Percent satisfied with social and physical environment	92.6%	84.4%	73.8%
Percent satisfied with school-home relations	62.3%	86.7%	69.7%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 15 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	95.1%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	802	99.8	40.4	32.5	27.1	71.2	79.4	82.4	No	Yes
Gender										
Male	422	99.8	44.5	31.7	23.8	67.8	76.8	78.7	N/A	N/A
Female	380	99.7	36	33.3	30.6	75	82.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	437	99.8	29	31.4	39.6	79	84.1	88.9	No	Yes
African American	355	99.7	55.1	33.3	11.6	61.2	72.1	72.9	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	143	99.3	79	15.2	5.8	32.6	45.8	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	81.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	545	99.6	47.7	33.3	18.9	66.9	75.7	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	802	99.8	31.6	44.7	23.7	80.2	83	81.9	Yes	Yes
Gender										
Male	422	99.8	36.4	43	20.6	76.2	81.6	79.9	N/A	N/A
Female	380	99.7	26.3	46.5	27.2	84.7	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	437	99.8	23.3	46.2	30.4	86.8	87.9	88.9	Yes	Yes
African American	355	99.7	42	42.9	15.1	71.9	75.8	71.4	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	143	99.3	73.2	23.9	2.9	43.5	51	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	72.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	545	99.6	36.4	47	16.7	75.9	78.6	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	535	99.6	42.9	43.8	13.3	57.1	63.3	68.6
Gender								
Male	293	99.7	45	39.4	15.6	55	64.4	68.3
Female	242	99.6	40.3	49.2	10.6	59.7	62.1	68.9
Racial/Ethnic Group								
White	291	99.7	30.7	49.1	20.1	69.3	72.1	80.7
African American	237	99.6	58.8	36.8	4.4	41.2	49.9	51.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	66.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	99	100	80	14.7	5.3	20	29.5	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	60.7
Socio-Economic Status								
Subsidized meals	362	99.5	50.6	41.4	8	49.4	56	57.3

Social Studies

All Students	536	99.4	41.3	36.7	21.9	58.7	67.4	72.5
Gender								
Male	275	99.6	41.5	32.8	25.7	58.5	67.9	72
Female	261	99.2	41.2	40.8	18	58.8	66.9	73.1
Racial/Ethnic Group								
White	284	99.7	33.5	36.7	29.8	66.5	71.2	81
African American	246	99.2	51	37.2	11.7	49	61.8	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	89
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	99	100	81.4	13.4	5.2	18.6	31.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	69.7
Socio-Economic Status								
Subsidized meals	361	99.2	49.3	35	15.8	50.7	61	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	270	99.3	40.5	43.5	16	59.5	63.9	73.2	95.2	95.4
Gender										
Male	143	99.3	44.9	40.6	14.5	55.1	57.4	67.2	94.5	95.2
Female	127	99.2	35.5	46.8	17.7	64.5	70.9	79.4	95.8	95.6
Racial/Ethnic Group										
White	146	100	30.8	42.7	26.6	69.2	71.9	81.5	94.7	94.9
African American	120	98.3	52.2	45.2	2.6	47.8	53	61.3	95.6	96.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	98.3	98.6
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	66.7	98	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	84.6	88.7
Disability Status										
Disabled	49	98	N/AV	N/AV	N/AV	8.3	9.7	26	94.2	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	65.7	97.6	96.4
Socio-Economic Status										
Subsidized meals	180	98.9	44.2	44.8	11	55.8	59	63.2	94.6	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	277	100	36.8	34.9	28.3	63.2
	7	285	99.7	46.2	29.3	24.5	53.8
	8	261	99.2	45.9	33.3	20.8	54.1
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	262	99.6	34.3	37.4	28.3	65.7
	7	271	99.6	43.5	29.8	26.7	56.5
	8	269	100	43.3	30.4	26.2	56.7
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	277	100	33.5	42.4	24.2	66.5
	7	285	99.7	37.7	39.9	22.3	62.3
	8	261	99.2	33.3	47.8	18.8	66.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	262	99.6	27.2	46.1	26.8	72.8
	7	271	99.6	39.7	37	23.3	60.3
	8	269	100	27.8	51	21.3	72.2
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	137	100	49.2	43.2	7.6	50.8
	7	284	100	41.8	46.2	12.1	58.2
	8	130	99.2	31.5	41.7	26.8	68.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	99.2	47.6	48.4	4	52.4
	7	270	99.6	46.7	44.4	8.8	53.3
	8	134	100	30.5	38.2	31.3	69.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	141	100	24.6	55.1	20.3	75.4
	7	284	100	49.1	33	17.9	50.9
	8	129	100	34.6	38.6	26.8	65.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	130	99.2	27.8	50.8	21.4	72.2
	7	271	99.6	55.7	28.6	15.6	44.3
	8	135	99.3	25.8	39.4	34.8	74.2
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	277	98.2	36.5	42.5	21.1	63.5
	7	286	99	52.9	39.8	7.3	47.1
	8	260	98.9	31.5	52.4	16.1	68.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	270	99.3	40.5	43.5	16	59.5

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